

Anti-Bullying Resource Pack for Schools

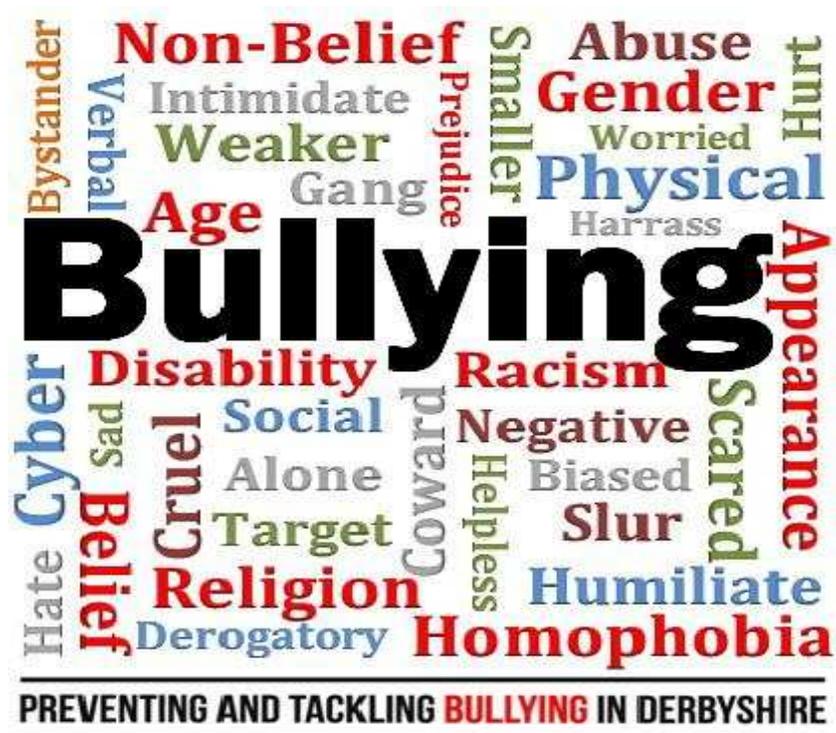
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STOP CAMPAIGN

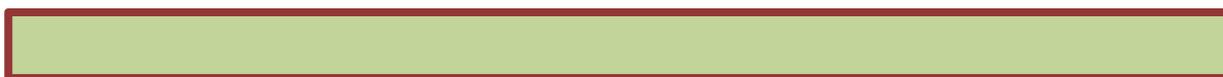
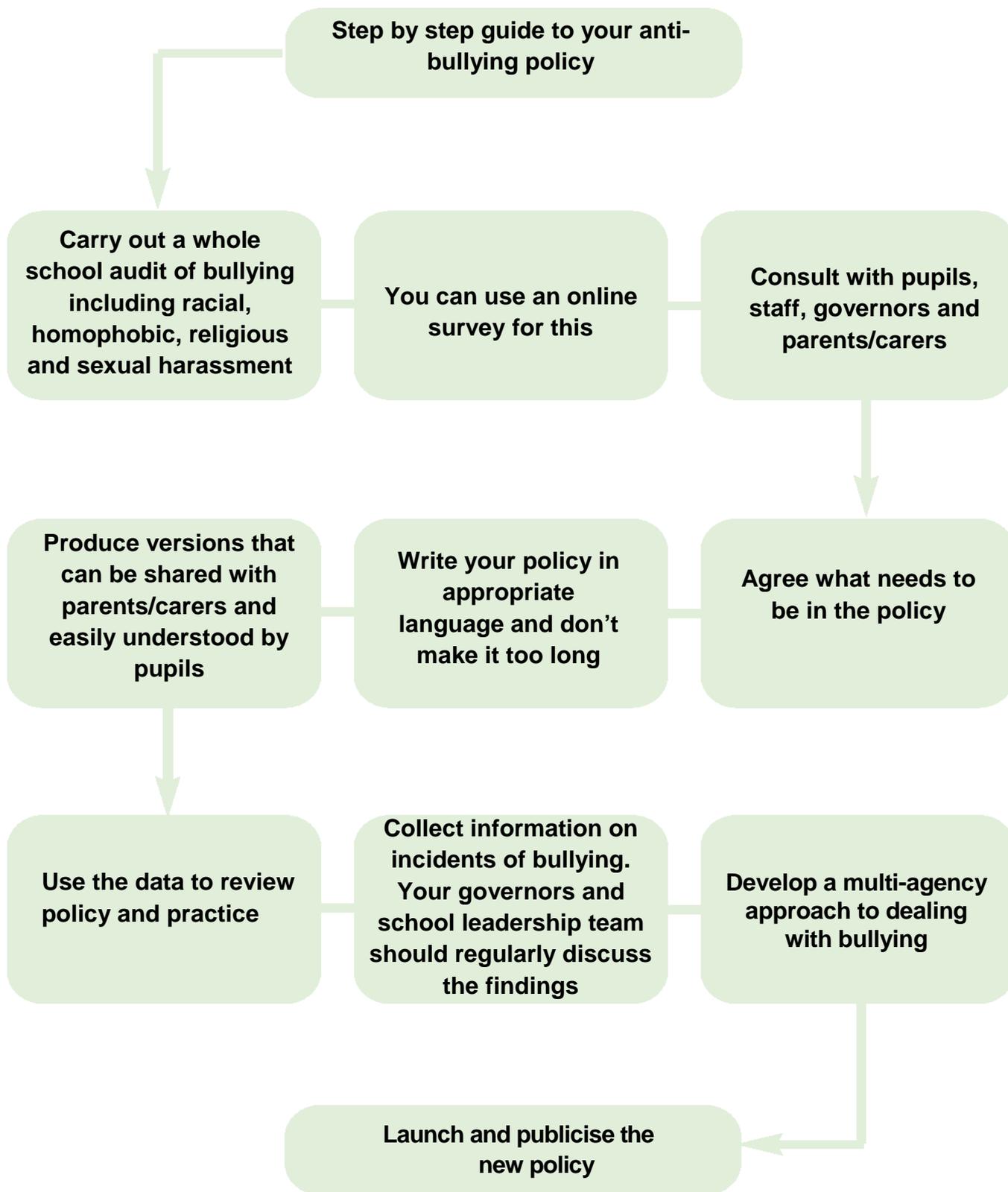
PREVENTING AND TACKLING **BULLYING** IN DERBYSHIRE

Preface

Making sure children and young people feel safe is a major priority for the local authority (LA). This document has been produced following a wide-ranging consultation process involving young people, parents and carers, school staff and governors and a spectrum of groups and organisations that work with and for young people.

In the pack, you will find the local authority's policy statement and guidance on bullying with regard to pupils in schools. While schools must set their own policies, appropriate to their particular situations and intakes, it is important that the local authority sets a standard and offers a framework for schools to use. Our aim is to work in partnership with schools to develop policies and practices which promote awareness, understanding and mutual respect amongst pupils and also to construct strategies for preventing and responding appropriately to bullying and harassment.





Guidance to schools

Introduction

What is bullying?

Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim(s). It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms - both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

The damaging results of bullying are of concern to everyone who works with children and young people in Derbyshire. The stress for victims of bullying can have a far reaching effect on their personal and social development. It can also impact on the educational achievement of them and their peers. Bullying has an impact upon children and young peoples' lives throughout the UK. In the most extreme cases, it leads to suicide and some groups are especially vulnerable. Around 90% of people with a learning disability experience bullying; 66% on a regular basis and nearly three quarters report being bullied in a public place, one quarter of them on buses.

The institutions which deal most effectively with bullying are those which acknowledge it as a real or potential problem. They have policies in place which are known to staff, children, parents and carers. They have a range of strategies to establish a strong anti-bullying ethos and offer support and, where appropriate, clearly understood sanctions to people who have been bullied and people who have displayed bullying behaviour.

The importance of collecting information

This guidance sets out the legal obligations on governors and their schools related to the collection of information on the prevalence of bullying and the outcomes of interventions.

Monitoring and reporting incidents of bullying is an essential piece of good practice in creating an anti-bullying culture and a senior member of the teaching staff should be responsible for supervising this work and making regular reports to governors.

The LA has produced a Behaviour Incident Form as a means of logging prejudiced and bullying incidents, and actions taken to deal with them. A copy is in the appendix of this guidance.

These incidents may involve discriminatory behaviour in relation to age, disability, ethnicity, gender, religious beliefs, sexual orientation and all forms of bullying. They may occur between pupils or adults (or a combination of both).



Since June 2012 schools no longer have a statutory duty to report racist incidents to the local authority.

The Behaviour Incident Form should be returned to the headteacher or a designated person who will take responsibility for advising colleagues and ensuring that all incidents are logged, investigated, recorded and actions taken. A copy of the Behaviour Incident Form should then be forwarded by email to prevent&tackle@derbyshire.gov.uk

Electronic copies of the form can be obtained from the extranet, by clicking the link in the resource section of this document or by emailing prevent&tackle@derbyshire.gov.uk

Ofsted and bullying

A school which is not actively working with pupils, staff, parents and carers to reduce bullying and challenge discriminatory attitudes, language and behaviour is putting itself at a disadvantage in the event of an inspection.

The framework for school inspection in England from September 2009 takes into consideration:

- The wider wellbeing of pupils as a whole and of different groups of pupils, and assessing the extent to which schools ensure that all pupils, including those most at risk, succeed
- How well schools promote equality of opportunity, and how effectively they tackle discrimination
- Schools' procedures for safeguarding – keeping children and young people from harm
- Gathering, analysing and taking into account the views of parents and pupils

One of the limiting areas for judgement in an inspection which is likely to result in a school's overall effectiveness being judged inadequate includes:

- Pupils' achievement and the extent to which they enjoy their learning
- The quality of learning for pupils with special educational needs and/or disabilities and their progress
- The extent to which pupils feel safe
- Pupils' behaviour

This is reinforced in the Framework's remark on Leadership and Management: Where a school is judged to be inadequate in relation to the quality of the school's procedures for safeguarding and/or the extent to which the school promotes equality and tackles discrimination, inspectors treat these as 'limiting' judgements and the school's overall effectiveness is also likely to be judged inadequate.

"The effectiveness with which the school promotes community cohesion" can also be part of this judgement and it is clear that schools which have a strong anti-bullying



ethos are addressing all of these criteria.

The Importance of Teaching: The Schools White Paper 2010 says the government will: “Expect headteachers to take a strong stand against bullying – particularly prejudice-based racist, sexist and homophobic bullying.”

It will also: “Focus Ofsted inspection more strongly on behaviour and safety, including bullying, as one of four key areas of inspections.”

Types of bullying

Bullying generally falls into one or a combination of the following categories:

- **Physical bullying** - Unprovoked assault on a person or group which can range from a ‘prod’ to grievous bodily harm
- **Psychological** - Reduction of a person’s self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them
- **Social** - Ostracism/rejection by peer group
- **Verbal** - The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, homophobic abuse, sexual innuendo, spreading rumours, etc.
- **Homophobic bullying** - Any hostile or offensive action against lesbians, gay males, bisexuals or transgenders or those perceived to be lesbian, gay, bisexual or transgender
- **Cyberbullying** - the use of mobile phones and the internet to deliberately upset someone else

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children. A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group. A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Victimisation

Those who report bullying, either because they are being bullied or they have witnessed bullying, may become victimised by others. This may be because of cultural/ethnic/religious or other group loyalties. The reporter can then become part of the ‘out’ group. Therefore, some reporting of bullying doesn’t take place, because of fear of being in the ‘out’ group and/or because of misplaced loyalty and/or for fear of reprisals, either verbal and/or physical.



Who bullies?

A bully is a person or group who deliberately and wilfully abuses their power or strength to intimidate or frighten others, usually those whom they have identified as being able to offer insubstantial resistance. This is generally deliberate but may be unintentional. Younger children may use bullying behaviour because they are unaware of the social consequences.

The impact of bullying

There are a number of effects which repeated bullying can have upon pupils. They can be listed under the following headings:

Safety and emotional wellbeing

The emotional effects of bullying on the individual can be serious and long lasting and examples of the physical and psychological effects on pupils are:

- Their lives are made intolerable
- Their relationships within the family and friendships outside of school are impacted upon
- They may be frightened to come to school and to be in school
- Some may blame themselves for 'inviting' the bullying behaviour and begin to view themselves as a failure
- They may suffer physical injury, panic attacks, sleeplessness, loss of appetite, depression, suicidal thoughts
- Over time they are likely to lose self-confidence and self-esteem
- They may suffer long term psychological damage
- In extreme cases children may commit suicide as a result of bullying

Educational achievement

Bullying impacts negatively on the achievement of individuals in school, and consequently on the achievement of the school as a whole. A healthy and strongly supportive school ethos is among the most important anti-bullying tools a school can possess.

Bullying can:

- Affect concentration and learning – it impacts negatively upon motivation and confidence
- Lead to pupils truanting or refusing to attend – thereby missing education at school because they are frightened to attend

School ethos and reputation

A bullying culture can have consequences for the reputation of a school both internally and externally.

This means that:



- Relationships with parents and the local community can be affected because the school is viewed as not being effective and caring
- Observed bullying behaviour goes unchallenged
- Pupils feel badly let down by adults in positions of authority
- Other pupils see bullying behaviour as acceptable
- Other pupils see bullying behaviour as a quick and effective way of getting what they want
- The pupils not involved in bullying are ambivalent or uninvolved in trying to prevent it
- Bystanders do nothing because they are afraid or apathetic

Consequences for the bully

Those who bully, and bully successfully or without challenge, are likely to continue to use bullying behaviours in their relationships with other children and adults. Their bullying behaviour can become part of a more generally anti-social and disordered behaviour pattern.

Research indicates that boys who were bullies are twice as likely as their peers to have criminal convictions and four times more likely to be multiple offenders. Typically, their convictions are for aggression and violence and are often alcohol-related. A survey of young offenders found that 92% of them had engaged in bullying behaviour while at school.

People who have bullied may also go on to perpetrate domestic violence. Challenging bullying and other abusive behaviours is part of a school's role in contributing to a wider partnership strategy on reducing domestic violence.

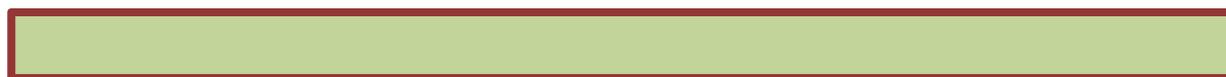
Cyberbullying

Cyberbullying is a rapidly changing phenomenon and adults tend to be much less familiar with the ways in which it is conducted than young people are.

More than the well-established forms of bullying, it can significantly add to victims' sense of insecurity. Victims can be contacted anonymously in places and at times which they once thought safe, particularly through social networking sites and messaging services.

A rapidly emerging concern is sexting. This is the act of sending sexually explicit messages or photos electronically, primarily between mobile phones and/or the internet. Research from the charity Beatbullying indicates that over a third (38%) of under 18s have received an offensive or distressing sexual image via text or email.

Common 'sexts' include images of young boys exposing themselves, boys requesting girls to remove their clothing and images of sexual acts which would be considered by most as pornographic. Peer-to-peer pressure and anti-social behaviour using mobile phones and the internet are an expanding and rapidly evolving area of concern.



Good practice, in terms of strategies that schools can adopt to prevent cyberbullying and promote the safe and positive use of technology, include some of the following principles and strategies:

- Providing clear definitions of cyberbullying and information about how pupils can report any concerns about the inappropriate use of technology
- Ensuring staff are trained and aware of the options available to prevent cyberbullying and how to support students
- Ensuring staff have a clear understanding of the boundaries between their own professional and personal use of social networking
- Identifying a named member of staff who will lead on policy development, along with the coordination and implementation of resources and provide information about the strategies available to promote e-safety
- Making use of the curriculum to promote a culture and ethos for the responsible and safe use of technology
- Providing information for parents and carers about the ways in which they can support the positive use of technology
- Recording, investigating, monitoring and responding to any instances of cyberbullying, working in partnership with pupils, parents and staff
- Being aware of how and when to contact service providers

Digizen (www.digizen.org) also provides additional information and support in terms of cyberbullying and strategies to prevent it.

Bullying of specific groups and strategies to address the issue

Bullies, victims and bystanders

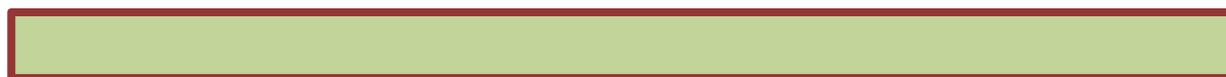
Bullying incidents in schools involves three types of students:

- Bullies
- Victims
- Bystanders

Most schools have comprehensive bullying policies and robust procedures for dealing with youth violence which focus on the perpetrator or the relationship between perpetrators and victims. Such interventions should be supplemented by taking into account the role of bystanders, whose influence in perpetuating or escalating the violence is often overlooked.

Bystanders clearly have a range of choices when it comes to bullying. They can passively accept it, overtly encourage it, or denounce a bully's actions and provide support to the victims. In fact, many students who possess characteristics typical of victims are protected against bullying because of such social factors as peer acceptance and supportive friends.

The big challenge for schools is to find ways to move our students from passive supporters or disengaged onlookers to defenders of the victims of bullying.



Gender bullying

Gender bullying is widespread and it impacts on both females and males although it is principally perpetrated by boys and men. It can be understood as a verbal, physical or psychological attack. Behaviour associated specifically with gender bullying may also include:

- Abusive name calling
- Use of sexual innuendo and unwanted propositioning
- Graffiti with sexual content
- Spreading rumours questioning sexual reputation
- (In extreme cases) sexual assault or rape

Strategies for addressing gender bullying in schools include:

- Making explicit reference to sexual or gender bullying within the school's anti-bullying policy
- Promoting curriculum opportunities to address gender bullying and gender stereotypes
- Promoting positive images of both girls and boys in non-traditional and non-stereotypical roles in the formal and informal curriculum
- Skills and strategies to deal effectively with the impact that language has on all aspects of diversity and equality
- Recording all incidents of sexist language and bullying and using this to inform future practice
- Involving key stakeholders in training, policy development and measures to support an ethos for respect and anti-bullying

Equality Act 2010

The Act, which applies to all organisations that provide a service to the public or a section of the public, protects people from discrimination on the basis of 'protected characteristics'. The relevant characteristics for services including schools are:

- Disability (this applies to a person who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities)
- Gender reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour and nationality
- Religion or belief
- Sex
- Sexual orientation

If a school is aware that a pupil or member of staff is being bullied due to having, or being perceived to have, one of these characteristics and fails to take reasonable steps to address the issue, it may be in breach of the Act. (See page 23 for more information)



Racist bullying

'A racist incident is any incident which is perceived to be racist by the victim or any other person', Race Relations (Amendment) Act 2000.

Racist bullying can range from name-calling and verbal taunts to physical attacks and involves the aggressive targeting of an individual or individuals on the grounds of their perceived racial cultural and national or religious identity. Not only is this behaviour unacceptable within the school context, it is also unlawful and all schools must take appropriate action to ensure that such behaviour is eliminated.

Essential and immediate action includes making a commitment to the formalised, recording and reporting of racist incidents by all staff, both through using systems within school and through subsequent completion and return of the LA's Racist Incident Report Form.

Monitoring information and data about racist incidents must be reviewed by the governing body and returned to the LA on an annual basis. See the LA Guidance: Dealing with Racist Incidents in Schools for more information.

Strategies for addressing racist bullying in schools include:

- Linking anti bullying policies with equal opportunities and race equality policy
- Commitment to training for all teaching and non-teaching staff around understanding and promoting diversity and equality and how to deal effectively with racist incidents
- Ensuring that the pastoral and academic curriculum includes anti-racist work
- Promoting good home/school liaison that ensures minority ethnic parents are guaranteed equality of access to procedures

Religion and bullying

Believers of all faiths and of the various strands of opinion within each faith have the right to have their views treated respectfully. So too do atheists and agnostics. Schools and other organisations working with young people should encourage a culture of tolerance which allows them to form conclusions about their own and other religions, free from unacceptable pressure.

There have been incidents in schools in which religion has been used as a way of harassing or intimidating staff and students. This is as unacceptable as any other form of bullying or harassment.

Examples of religiously motivated harassment inside schools include:

- Claiming that one faith, or a particular interpretation of a faith, is superior to all others.
- Asserting that people who hold a different view are not real believers and will be punished in some way.
- Criticising other people's practice of their religion and the outward manifestations of this in dress or behaviour.
- Possessing and distributing materials in schools which express discriminatory or disrespectful views about other people.



If an incident of religious harassment is brought to the attention of the police, the perpetrator may be liable to prosecution under the Crime and Disorder Act 1998. Schools should explain to pupils that this sort of behaviour is not only against the school code but breaks the law.

The most effective way for schools to confront religious based harassment and bullying is to give staff and pupils a consistent message that they are inclusive and diverse institutions based on mutual respect. There is also a range of classroom resources which can be used to explicitly teach this ethos. These include the Islam and Citizenship Education Project which has been produced for schools by a wide range of UK Muslim communities and Co-exist, the resource pack produced by the local authority. Further support and advice are available from the local authority.

In very exceptional cases schools may be concerned about the behaviour or activities of pupils who are expressing extreme views which cause concern. When this happens and the immediate steps taken by the school to address the situation with the pupil and parents do not appear to have an impact, it is appropriate to refer the case to the Social Inclusion Panel for guidance and support. Parental consent is not needed for referrals of this sort as information is being shared to avoid serious crime. Referrals are also appropriate if schools are concerned that a child is vulnerable to influence by such views.

Homophobic bullying

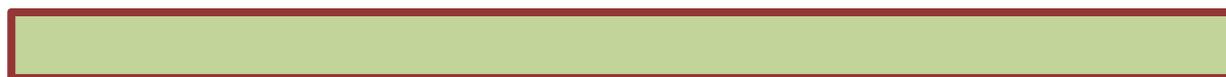
Homophobic bullying has become commonplace in British schools in recent years. Stonewall reports that 65% of young lesbian, gay and bisexual people experience homophobic bullying in schools.

Schools are also faced with the challenge of derogatory language being used as commonplace insults. According to Stonewall, 97% of gay pupils hear derogatory phrases such as “dyke” or “poof” used in school and 98% of gay pupils hear “that’s so gay” or “you’re so gay” at school. Homophobic abuse is also directed at young people who are perceived not to follow conventional patterns of behaviour. It is often present in institutions which fail to challenge it, including schools.

Homophobic bullying is most effectively challenged through a whole school approach.

School leaders should seek to create a school ethos in which pupils understand that homophobic bullying is as unacceptable as racist or sexist bullying. This requires the involvement of the entire school community and will have implications for curriculum planning and resourcing as well as working with external agencies.

Lesbian Gay Bisexual Trans History Month takes place every year in February and celebrates the lives and achievements of the LGBT community. In exactly the same way that schools now use Black History Month to promote inclusion and diversity, LGBT History Month offers an opportunity for assemblies, projects, displays and lesson activities to actively make young people question homophobia.



Specific mention of homophobic bullying should be made in schools' anti-bullying policies and it should be recorded as a specific category of bullying in order to allow schools to identify the extent of the problem.

In cases where religion is used as a defence for the expression of homophobic attitudes, this should be addressed by referring to the school's attitude to all forms of discrimination.

In some cases, appropriate use can be made of religious texts or faith leaders who have made a stand against prejudice.

“And if God had so willed, He could surely have made you all one single community: but [He willed it otherwise] in order to test you by means of what He has vouchsafed unto you. So, outdo one another in doing good to the society. To God you will all return, and He will then make you understand wherein you differed.”

(Surat Al-M 'idah 5:48)

“I could not have fought against the discrimination of apartheid and not also fight against the discrimination that homosexuals endure, even in our churches and faith groups.

“Opposing discrimination on the basis of sexual orientation is a matter of justice.

It is also a matter of love. Every human being is precious. We are all, all of us, part of God's family. We all must be allowed to love each other with honour.” **(Archbishop Desmond Tutu)**

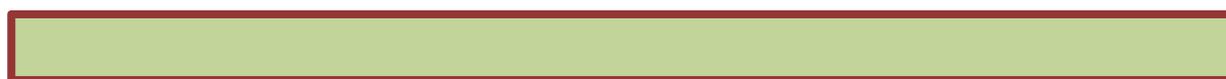
Further advice on this issue can be found in Supporting Lesbian, Gay and Bisexual Young People (Stonewall Education Guides), Stand Up For Us: Challenging Homophobia in Schools and Safe to Learn: embedded anti-bullying work in schools issued by the former Department for Children, Schools and Families.

The LA has produced a poster which advises staff how to respond to homophobic incidents and language. A copy of this is included in the appendix and can be printed off for display. Displaying this in the staffroom and the offices of school leaders makes an important statement about your school's stance.

Young people with learning difficulties, disabilities or appearance issues

Children with special needs and disabled or disfigured children may be targeted because of their need or disability.

Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied. School staff should look out for signs of bullying and act if they suspect a child is being bullied.



Strategies for addressing the bullying of pupils with special educational needs (SEN) include:

- Making explicit references to the bullying of students with SEN in the anti-bullying and equal opportunities policies
- Maintaining good communication between staff around specific needs or behaviour exhibited by specific children
- Ensuring responses from teaching and non-teaching staff to SEN or disabled children within the school environment are sensitive and do not draw unfavourable comparisons with other pupils
- Raising awareness about SEN/disability issues within the Personal, Social, Health and Economic (PSHE), Sex and Relationship Education (SRE) and Citizenship frameworks

Changing Faces (www.changingfaces.org.uk) have a wide range of resources which address disability related bullying

What should schools do to prevent and respond to bullying?

Developing a whole school policy against bullying

A whole school approach ensures the involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.

Strategies to combat bullying are most effective when they are used as part of a whole school policy against bullying.

A whole school policy against bullying is a written document which sets out the aims of the school in relation to bullying behaviour and a set of strategies to be followed.

It is backed up by systems and procedures within the organisation and management of the school. It is important to be aware of links with existing policies and procedures.

The school's bullying policy should build on effective behaviour and equal opportunities policies, recognising that bullying affects teachers, families, non-teaching staff and governors as well as pupils.

Schools should involve these groups of people throughout the policy making process.

Schools should address the bullying of adults in their staff code. Establishing a

whole-school policy, through three stages:

1. Development - awareness raising and consultation
2. Implementation
3. Monitoring, reviewing and evaluating



Development - awareness raising and consultation

Involve everyone in a whole school audit of bullying, including incidents of racial, religious and sexual harassment. This can be done quickly and easily using an online electronic survey. Electronic surveys are the quickest and easiest way to do this.

Raise awareness about bullying by agreeing the school's definition by consulting pupils and staff.

Consult with concerned groups including pupils, parents, governors and school staff to make them feel that they have had a real part in shaping the policy.

Agree what should be in the policy, e.g. the aims and objectives of the school in relation to bullying behaviour, an explicit definition of bullying, some preventive measures and procedures to follow when bullying takes place. The policy should be written in appropriate language for the audience and not be too long.

The policy should put emphasis on creating conditions in school to promote equality of opportunity and a positive attitude towards the diverse social, cultural and ethnic backgrounds of pupils, staff, governors and the community.

The policy should set out clear procedures with deadlines for action where possible for dealing with complaints and incidents. For example, what steps should be taken immediately? What records should be kept? Who should be informed? What sanctions may be implemented?

Implementation

A clear lead and commitment from senior management is essential. They have to have a major role in effectively and repeatedly communicating key messages if the policy is to be really meaningful in the daily life of the school.

For that reason, the following areas associated with implementation are considered in more detail:

- Communication and maintenance
- When an incident of bullying is reported
- Discussing bullying incidents with pupils and all staff
- Sanctions. These may include exclusion but other options should be actively considered

Communication and maintenance

Everybody needs to know what the school's policy is and how they will be expected to put it into practice. A specific launch which brings together the school community can communicate and reinforce the policy. A launch has to be followed up with regular reminders of the key messages.



Assemblies are an important place to promote the policy. Themes such as friendship, conflict, power and trust can be used as a basis.

Tutorial work or class projects could be used to explore issues in depth. The content of the policy could be incorporated in artwork and displays of work in the entrance to the school and other prominent areas.

In addition to written information about the policy, schools might arrange meetings to discuss the policy with staff and parents.

The school should organise regular training for its governors and its entire teaching and non-teaching staff. This establishes a common understanding within the school and emphasises the need for vigilance and the use of the most appropriate and effective strategies. In particular, training or briefing should explain the significance of adult attitudes and behaviour as a positive or negative role model.

When an incident of bullying is reported

All staff need to know how to respond appropriately to a bullying incident. Some staff, such as form tutors or class teachers, can be ideally placed to help with these procedures. Direct action against bullying should occur within a context which reminds all pupils that bullying behaviour is unacceptable to the school and will not be tolerated. The school should have systems that allow bullying to be reported in writing, and to deal with incidents reported anonymously.

Discussing bullying incidents with pupils

It can be difficult for staff to gain an accurate picture of events in relation to a reported incident of bullying. Tutors and class teachers can often build upon their special relationship with individual pupils to encourage honest and direct discussion. If the incident is not too serious a problem-solving restorative approach may help. This can include making arrangements to counsel victims and bullies as part of the procedures and ensuring that victims feel supported rather than ignored or undermined. It is helpful to have a clear investigation system which is known and understood by all involved.

Support

Support should be given to the victim with onward referral to Victim Support or other counselling agencies where appropriate.

Safeguarding

Where the child is at risk, schools must contact the Children's Social Care 08456 058 058 or download a referral form (after consultation with the Children's Social Care) at <http://www.derbyshirescb.org.uk/contacts/default.asp>



Multi-agency and the Common Assessment Framework (CAF)

In some cases, schools may feel that a child's or young person's circumstances or behaviour make him or her vulnerable to anti-social behaviour, social exclusion, or possible offending either as victim or perpetrator. The Common Assessment Framework (CAF) allows schools to gather information from the child, his or her parents/carers and other relevant agencies.

With parental consent the school can use the CAF to put in place a multi-agency programme of support which can be regularly reviewed.

Restorative Practice

Restorative Practice is a teaching and learning opportunity for repairing harm, by fostering more socially responsible relationships and behaviours that take others' perspectives into account.

This is achieved through carefully structured opportunities for individuals to understand the impact of their actions, recognise their social responsibilities and make amends to those who have been affected.

The process also enables the young person to reintegrate successfully back into the school community.

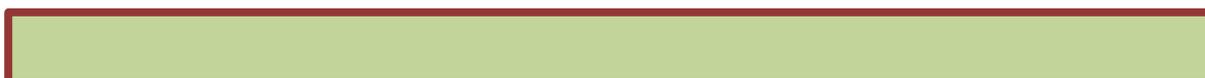
In schools the most widely used forms of restorative practice are individual restorative enquiry and restorative mediation between two or more individuals.

The key themes in anti-bullying work are:

- Bullying and harassment can occur in the context of group behaviour.
- The aim is to develop empathy and concern for others.
- The dynamics that sustain bullying and harassment can be shifted by working with the perpetrators, and often their peer group and/or family.
- A shift in behaviour can be achieved by developing a sense of shared concern for the bullied or harassed persons.
- Punitive measures model and reinforce the abuse of power to meet individual needs, place the target at greater risk of revenge and may send the bullying underground.

Restorative approaches require these factors to be in place first:

- Support for the harmed person who needs to have identified that he/she is being bullied and is confident that the approach advocated will work.
- Preliminary investigation to clearly understand the issues before the process is implemented.
- Staff guidelines and professional development to build understanding, skills and confidence in using the strategies



- Support within the school community for the approach
- Agreement that the goal is to solve the problem and repair the harm done.
- Respectful facilitation of the process by trained people
- Follow-up monitoring of the agreement.

The Behaviour Support Service offer training in Restorative Practice and they can be contacted by phone or by email to

Fiona.Crosbee@derbyshire.gov.uk 01246 207709

Alison.Hemstock@derbyshire.gov.uk 01332 831316

Sanctions

Sanctions can be used where bullying behaviour is clearly proven but sanctions alone may not improve bullying behaviour. Any sanctions that the school undertakes need to relate to the school's general discipline policy. Where incidents are mild, a counselling or problem-solving restorative approach may be useful. Involvement of parents at an early stage is essential. It is vital that accurate records are kept of incidents and of how the school has responded. Care should be taken to ensure sanctions are balanced with support to help those who have bullied to change their behaviour. It will often be appropriate to produce a CAF in cases where a pupil has engaged in repeated or severe bullying behaviour.

Exclusion

Exclusion should be used sparingly as it may not be the most effective way forward as a response to bullying. It should always be used as a last resort. Permanent exclusion may simply transfer the problem to another school and fail to address the underlying causes.

Where exclusion is used schools must plan for reintegration to ensure that the pupil responsible for bullying receives advice and guidance before rejoining their peers.

Pupils must not be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit.

Monitoring, reviewing and evaluating

To ensure that the policy is working effectively there must be mechanisms for monitoring, reviewing and evaluating. This process will provide schools with the necessary information to assess and evaluate whether their efforts to reduce and eliminate incidences of bullying and harassment are successful. Monitoring will help schools to identify whether policy and practice needs amending. In developing the policy schools should build in an annual review date in addition to regular monitoring and evaluating.



Each school should establish a methodology for recording and reporting on incidents of bullying and harassment in its school.

Schools may wish to involve pupils in the process of monitoring and evaluating, and methods of consultation can be undertaken for example through the school council. In doing so it might provide baseline data as an indication of measuring levels of bullying and harassment over a period of time.

Areas of bullying and harassment to consider for monitoring could include:

- The number of reported incidents of bullying and harassment
- How these incidents were addressed, the outcomes and feedback given
- Where the incidents took place
- The levels of parental involvement
- Number of staff and governors undertaking training
- Contacts with external agencies and support services
- Background of the perpetrators and victims i.e. age, culture, ethnicity, faith, religion, sexual orientation, any special educational needs or disability
- Peer Counselling Scheme
- Levels of bullying and harassment in relation to disability

This list is not exhaustive and schools will wish to add their own areas of concern.

Monitoring procedures

Monitoring procedures can be used for two purposes:

- (i) To enable schools to follow up and record progress. Monitoring will help schools to identify patterns of bullying behaviour.
- (ii) To identify whether or not the anti-bullying policy is really being effective

This should be undertaken by a key member of staff who identifies progress and highlights where the policy is really effective. Within this strategy it should be made clear under what circumstances records should be used for monitoring, how long they will be kept, and who should have access to them. It is important to find ways to maintain a high profile for the policy in order to avoid it becoming inactive. New pupils, parents and staff need to be made aware of the policy and its implications as part of the school's induction of new entrants.

Evaluation procedures

The Education Act 2005 requires schools to evaluate whether pupils feel safe from bullying.

The governing body should routinely discuss bullying.



The information collected from monitoring, and from any feedback about the policy in practice provided by staff, families, pupils and governors, should be used to review and update the school's anti-bullying approach. A termly report to governors, parents and staff is good practice.

Information on the extent of bullying can be drawn from school incident records, surveys of staff, parents/carers and pupils and anonymous reporting systems.

After working through these strategies, schools may find that:

- Staff are more vigilant and responsive to bullying
- Fewer pupils report being bullied
- Fewer pupils report that they have bullied others
- More pupils say they would not join in bullying
- More pupils would tell a member of staff if they were being bullied

Curriculum initiatives

Within the National Curriculum pupils should be taught:

“that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying” (Key Stage 1)

“to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities” and “to realise the nature and consequences of racism, teasing and bullying and aggressive behaviours, and how to respond to them and ask for help.” (Key Stage 2)

“the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.” (Key Stage 3)

“the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.” (Key Stage 4)

Opportunities occur through developing a teaching programme within a Personal, Social, Citizenship and Health Education programme to be delivered across all Key Stages.

Social and Emotional Aspects of Learning (SEAL) provides a whole-school approach for pupils to develop the social and emotional skills that enable effective learning to take place. The skills being promoted include self-awareness, empathy, managing feelings, motivation and social skills. Many of the themes and development areas of both the primary and secondary SEAL objectives relate directly to the promotion of a culture and ethos for anti-bullying.



Cross curricular development and classroom strategies

Many subject areas within the existing curriculum could be used to promote anti-bullying values and co-operative behaviour. For example:

- The development of Circle Time strategies and linked programmes offer pupils and teachers the opportunity to explore and examine the issue of bullying in a structured and supportive way
- Encourage co-operative behaviour by praising pupils for being helpful, kind and caring to peers and adults in the school and setting them tasks in which they take responsibility for the care of others, e.g. welcoming visitors
- Encourage co-operative activity through group tasks, experiments and investigations
- Drama and role-playing - pupils can be shown through drama and role-play how to deal with or prevent bullying and can learn alternative means of resolving conflict
- Reading stories which tackle this issue. A list of suggested titles can be found in the appendix of this guidance

Anti-bullying strategies

The following strategies suggest different approaches that schools might apply to combat bullying:

- Make reporting and accessing support easier
- Issue a card/sheet to pupils with information on how to report bullying and giving helpline numbers or include this information in student planners
- Have an anti-bullying notice board to draw attention to anti-bullying measures and available support
- Capturing pupils' views and ideas
- "Bully boxes" are often used as a way to hear anonymously from pupils about their concerns and suggestions on the subject of bullying
- Raise the issue at the school council or other pupil forum
- Taking part in annual Anti-Bullying Week initiatives in order to inform future strategies and raise the profile of anti-bullying in schools
- Exploring or establishing a pupil anti-bullying committee
- Counselling, guidance and peer support

Examples of this type of intervention strategy include:

- Assertiveness training for bullied pupils and for pupils who use physical power to communicate
- Conflict resolution
- Circle time
- The "No Blame Approach"
- The "Telling School"
- Friendship "bus stops"



- Exploring the Social and Emotional Aspects of Learning (SEAL), primary and secondary resources with particular emphasis on exploring the SEAL skills areas of self-awareness, empathy and social skills
- The support of the school counsellor
- External agency support (for example Victim Support, CAMHS)
- Childline

Identifying and supporting vulnerable children

Identify particularly vulnerable children that may find it more difficult to make or sustain friendships. This could potentially include minority ethnic groups, travellers, refugees, LGBT pupils, mid-term arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs. Plan positive action to support these pupils with all their teachers and identifying an adult key worker to meet with them regularly. Provide them with peer support through buddy schemes and help them access clubs and out of school provision.

Beyond the classroom

Much bullying takes place outside the classroom, usually out of view from adults. Schools can aim to reduce bullying by:

- Increasing supervision and eliminating areas where supervision is obstructed
- Making positive improvements to school facilities to support positive use of break times, supported by a play policy
- Creating “safe spaces” for vulnerable pupils
- Working with pupils on personal safety themes

The police and bullying

Police Safer Neighbourhood Teams can advise on reporting crimes including assault, threat and harassment if the victim wants to take further action or if the school feels that there is a risk to the public.

One aim of the Safer Schools Partnership is to reduce bullying and intimidating behaviour in and around schools. Police officers can take an active role in ensuring playgrounds and routes to and from school become safer.

Several school-attached police officers have been trained in Restorative Justice approaches to resolving incidents. This model is best applied as a whole school approach to handling a range of incidents and not just for critical incidents.

Some pupils who have been bullied may retaliate violently against the perpetrators. In such cases the authority advises schools to check the facts to establish the extent of the bullying, the effectiveness of the school's response to previous incidents and allow the young person to put his or her case forward. Incidents in which a young person has been persistently bullied and responds inappropriately should be considered differently from unprovoked attacks.



Training

Schools should periodically review their staff induction and continuing professional development (CPD) to ensure both that all members of staff know what their role is in dealing with bullying and to identify specific training needs. The headteacher is responsible for making sure that staff have access to appropriate advice, training and development opportunities.

What does the law say and what do I have to do?

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The legislation outlined above does not apply to independent schools.

The Equality Act 2010

The new Equality Act 2010 replaces previous anti-discrimination laws with a single Act.

A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are now required to comply with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.



Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying Outside School Premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (*this legislation does not apply to independent schools*). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.



Resources

1. The Derbyshire Preventing & Tackling Bullying Strategy 2012-2014
<https://dl.dropbox.com/u/80267137/Strategy.pdf>
2. The Preventing & Tackling Bullying Framework
<https://dl.dropbox.com/u/80267137/Framework.pdf>
3. The Derbyshire Charter of Mutual Respect
<https://dl.dropbox.com/u/80267137/MutualRespectCharter.pdf>
4. The STOP Anti-Bullying Award
Primary: <https://dl.dropbox.com/u/80267137/PrimaryAward.pdf>
Pri-Reg: <https://dl.dropbox.com/u/80267137/Registration-Primary.doc>
Secondary: <https://dl.dropbox.com/u/80267137/SecondaryAward.pdf>
Sec-Reg: <https://dl.dropbox.com/u/80267137/Registration-Secondary.doc>
SEN: <https://dl.dropbox.com/u/80267137/SENAward.pdf>
SEN-Reg: <https://dl.dropbox.com/u/80267137/Registration-SEN.doc>
5. Prejudice Bullying Incident Recording Form
<https://dl.dropboxusercontent.com/u/80267137/Behaviour%20Incident%20Recording%20Form.pdf>
6. Prejudice Incident Flowchart
<https://dl.dropboxusercontent.com/u/80267137/Prejudice%20Incident%20Flowchart.pdf>
7. Derbyshire Guidance on Addressing Prejudice
<https://dl.dropboxusercontent.com/u/80267137/Derbyshire%20Guidance%20on%20Addressing%20Prejudice.pdf>
8. Am I Being Bullied Flowchart
<https://dl.dropboxusercontent.com/u/80267137/BulliedFlowchart.pdf>
9. Prejudice Related Bullying For Staff
<https://dl.dropboxusercontent.com/u/80267137/Prejudice%20Related%20Bullying%20for%20Staff.pdf>
10. Bullying Assessment Flowchart for Staff
<https://dl.dropboxusercontent.com/u/80267137/Bullying%20Assessment.pdf>
11. Anti-Bullying Alliance Governors Guide
<https://dl.dropbox.com/u/80267137/aba%20Governors%20Guide.pdf>

12. Model Anti Bullying Policy
<https://dl.dropbox.com/u/80267137/Model%20AB%20Policy.doc>
13. Content Analysis for Schools Anti-Bullying Policy
<https://dl.dropbox.com/u/80267137/Content%20Analysis%20for%20School%20Anti-Bullying%20Policy.doc>
14. Anti-Bullying Policy Checklist
<https://dl.dropbox.com/u/80267137/Anti-Bullying%20Policy%20Checklist.doc>
15. Generic Schools Complaint Policy
<https://dl.dropbox.com/u/80267137/Generic%20Schools%20Complaints%20Policy.doc>
16. Playground Policy
<https://dl.dropbox.com/u/80267137/Keystage2%20Playground%20Policy.docx>
17. Example Equality Policies (both include Equality Act 2010)
<https://dl.dropbox.com/u/80267137/DCC%20School%20Equality%20Policy%202012.doc>
<https://dl.dropbox.com/u/80267137/DCC%20Single%20Equality%20Policy.doc>
18. Prejudice Related Bullying handout
<https://dl.dropboxusercontent.com/u/80267137/PrejudiceDrivenBullying.pdf>
19. Prejudice Related Bullying Information Sheet
<https://dl.dropbox.com/u/80267137/Prejudice-RelatedBullyingInfo.pdf>
20. Identifying, Preventing & Responding to Bullying for Schools, Parents & Carers
<https://dl.dropbox.com/u/80267137/Identifying%20Preventing%20Responding%20to%20Bullying.pdf>
21. What is Equality, Diversity and Prejudice Bullying
<https://dl.dropbox.com/u/80267137/What%20is%20Equality%20Diversity%20and%20Prejudice%20Bullying.pdf>
22. Am I Being Bullied Flowchart
<https://dl.dropbox.com/u/80267137/BulliedFlowchart.pdf>
23. Parents & Carers Guide to Bullying
<https://dl.dropbox.com/u/80267137/ParentCarers-Guide.pdf>
24. A Guide to Dealing with Bullying: for Parents of Disabled Children
<https://dl.dropbox.com/u/80267137/bullying.pdf>
25. Writing a Letter of Complaint - Information for Parents & Carers
<https://dl.dropboxusercontent.com/u/80267137/ComplaintInfoSheet.pdf>



26. Vodaphone Digital Parenting for Staff & Parents
<https://dl.dropbox.com/u/80267137/Vodafone-Digital-Parenting1.pdf>
<https://dl.dropbox.com/u/80267137/Vodafone-Digital-Parenting2.pdf>
27. Keeping Safe Online – Cyberbullying
<https://dl.dropboxusercontent.com/u/80267137/Keeping%20Safe%20Online%20Cyberbullying.pdf>
28. Keeping Safe Online – Personal Information & Money
<https://dl.dropboxusercontent.com/u/80267137/Keeping%20Safe%20Online%20Info%20money.pdf>
29. Keeping Safe Online – Parents Guide
<https://dl.dropboxusercontent.com/u/80267137/Keeping%20Safe%20Online%20Parents%20Guide.pdf>
30. Keeping Safe Online – Sharing Photos & Videos
<https://dl.dropboxusercontent.com/u/80267137/Keeping%20Safe%20Online%20Photos.pdf>
31. Keeping Safe Online – Social Networks
<https://dl.dropboxusercontent.com/u/80267137/Keeping%20Safe%20Online%20Social%20Networks.pdf>
32. Keeping Safe Online – What the Words mean?
<https://dl.dropboxusercontent.com/u/80267137/Keeping%20Safe%20What%20the%20words%20mean.pdf>
33. Who CARES about Bullying? – Bullying Information for Young People
<https://dl.dropboxusercontent.com/u/80267137/Who%20cares%20about%20bullying.pdf>
34. That's So Gay Flowchart for Staff
<https://dl.dropboxusercontent.com/u/80267137/That%27s%20so%20GAY%20poster.pdf>



